**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** 12/15/11

**Objective:** HWBAT evaluate whether the Spanish-American War deserved to be called “A Splendid Little War”.

**Learning Goal:**

5.2.2.a Describe factors that contributed to imperialism, such as the industrial revolution, racism, a desire to spread Christianity, a desire for naval power, the closing of the American frontier, and the resulting emergence of nationalism/jingoism. **(Imperialism, nationalism, yellow journalism, Hawaiian Annexation, William McKinley, William Randolph Hearst, Joseph Pulitzer, jingoism)**

5.2.2.b Examine the impact of the Spanish American War, such as the acquisition of new territories. **(Spanish-American War, imperialism, Cuba, Platt Amendment)**

**Essential Question:**

Why was the Spanish-American War called a “splendid little war”? Did it deserve to have that name?

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| **Type of Lesson:** | **Agenda:** |
| Developing | 1. Call to Order 2. Gallery Walk – How would you feel 3. Quick Notes on Causes and Effects of Spanish American War 4. Editorial 5. Exit Ticket |
| **Call to Order:** | |
| ***Students will enter the room, take out their notebooks, and begin their call to order:***  If someone called you to tell them that they had just finished fighting a “Splendid little war”, what would you think would have been true about the war? | |
| **Introduction of New Material:** | |
| Teacher will show students a flow chart, which they will copy down into their notebooks.  Students will then code the immediate causes (with a star) versus the basic causes (underlined).  Teacher will check for understanding by asking:   1. Which were the immediate causes of the war? 2. What were the underlying or basic causes of the war? 3. How did expansionism, yellow journalism, and jingoism contribute to the war?   Students will write down the effects of the war.  Students will put a plus sign next to the effects that were positive for Americans. | |
| **Guided Practice:** | |
| Students will write a letter as if they are Secretary of State John Hay, calling the war “a splendid little war.” In the letter, they need to justify why they went to war in the first place, and why he is calling it “splendid and little.” Students can write this letter as a formal letter, a song, poem, rap, or anagram. | |
| **Independent Practice:** | |
| Students will take a five question exit ticket. | |
| **Closing:** | |
| Students will scan their exit tickets in Mastery Connect. Teacher will direct students to the Unit Board, where they will put up new terms for the day. | |
| **Homework:** | |
| Students will complete a guided reading. | |
| **Accommodations:** | |
| None for this class. | |

**Assessment Items:**

1. To justify their policies, the new American expansionists of the late 1800s offered all of the following reasons EXCEPT:
2. strong nations were destined by natural law to dominate weak ones
3. the U.S. should try to create a community of nations to guarantee world peace
4. a strong navy was the key to becoming a great nation, and colonies would serve as the bases for such a navy
5. the U.S. had a duty to spread its superior institutions to less civilized peoples.
6. American went to war against Spain in 1898 because of all of the following reasons EXCEPT:
7. Spain’s refusal to discuss terms for peace
8. The buildup of public pressure for war
9. Alleged Spanish mistreatment of Cuban civilians
10. Americans tended to compare the Cuban insurrection with their own American Revolution
11. The Spanish-American War resulted in which of the following?
12. Puerto Rico, Philippines and Guam become United States territories
13. American colonization of Cuba
14. Theodore Roosevelt’s election as president in 1900
15. The decline of the anti-imperialist movement